DOCUMENT RESUME

ED 076 164 JC 730 108

AUTHOR Lake, Dale G.; Callahan, Daniel M.
TITLE Changing a Community College.
INSTITUTION State Univ. of New York, Albany. Center for Humanistic Education.
SPONS AGENCY New York State Education Dept., Albany. Div. of Higher Education.
PUB DATE Mar 73
NOTE 45p.; Paper presented at American Educational Research Association Annual Meeting (New Orleans, Louisiana, February 25 - March 1, 1973)

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS *Administrative Change; *Administrative Organization; Administrative Problems; College Administration; *Community Colleges; *Organizational Change; Post Secondary Education; Problem Solving; Program Descriptions; Surveys; Workshops

ABSTRACT

During the academic year 1970-71 a major organization change effort was undertaken in a community college in the New York State system. This change effort represents a unique combination of three organization development techniques-survey feedback, diagnostic workshops, and systematic problem solving. Survey feedback was aimed at total organization change-the data collected focused on organization-wide problems. The diagnostic workshops focused on the problems and, consequently, change within significant decision making sub-systems of the larger organization. The data gathered in the survey and in the diagnostic interviews were dealt with by means of the systematic problem solving approach. One of the design characteristics of this project was to develop within the staff of the college the capacity for continuing the organization change effort-to build in a self-renewing capacity. As a function of this design feature, the results of the organization development program are still coming in. Thus, in this paper some of the major changes that have taken place to date and some which are anticipated in the future are described. Finally, the implications of this approach to organization development in education are discussed. (Author/KM)

FILMED FROM BEST AVAILABLE COPY

ED 076184

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

CENTER FOR HUMANISTIC EDUCATION

State University of New York at Albany
Retreat House Road
Glenmont, New York 12077

CHANGING A COMMUNITY COLLEGE*

By

Dale G. Lake

and

Daniel M. Callahan

JC 730 108

(Paper presented at the American Educational Research Association annual meeting in New Orleans, February 25-- March 1, 1973)

UNIVERSITY OF CALIF.
LOS ANGELES

MAY 31 1973

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

A PROGRAM FOR TRAINING AND RESEARCH IN PERSONAL AID ORGANIZATIONAL DEVELOPMENT

*An organizational development effort conducted by staff of the Program in Humanistic Education. Support for this effort was provided by the Bureau of Two-Year College Programs, Division of Higher Education, State Education Department, Albany, New York, Lawrence E. Gary, Bureau Chief.

Project Staff

From the Program in Humanistic Education

Daniel M. Callahan
Bailey W. Jackson
Dale G. Lake
William A. Linder

Matthew B. Miles
Keith Mealy
Paul Ruffer

Adjunct Staff

Norman Berkowitz, Boston College
Paul Buchanan, Yeshiva University
Barry Jentz, Cambridge, Massachusetts
Donald Mosher, University of Connecticut
George Peabody, New York City

Special thanks are given to the many persons from Corning Community College. Without the extremely large measure of cooperation shown us by members of the college - students, faculty, administrators, non-teaching staff, and board members - we could not have accomplished any of the organization development activities described in this report.

This is a report of what happened to one community college over a two and one half year period during which it underwent a multi-faceted change effort. The community college sits atop a hill in lower New York State and serves 2,500 students from the grape growing area, various small towns, and in particular from the town for which it is named and located.

There are many avenues to the planning and implementation of change in organizations. As long ago as 1965, Leavitt suggested that an effective change program for organizations needed to concentrate on at least four dimensions simultaneously; these dimensions were task, structure, technology, and people. (Leavitt 1965, p. 1145) He warned that concentrating on only one of these dimensions would very likely lead to failure in terms of durable organizational change. And yet, it is still possible today to show that those who attempt planned change in organizations still tend to emphasize one or the other of these four domains.

Even organization development (OD), so much in the current literature, is essentially a people approach to change as Schmuck and Miles (1971, p. 2) have noted:

> . . . the primary concern of OD is with such matters as adequate organizational communication, the integration of individual and personal goals, the development of a climate of trust in decision making, and the effect of the reward system on morale.

In contrast, this effort consciously tried to create a change effort based on the most general constructs of General Systems Theory and to employ change methods of didactic teaching, training, survey feedback, consultation, structural change and the implementations of a program planning and budgeting system (PPBS).

An Overview

Event overview

The first event consisted of a set of meetings during November and December of 1970. These meetings helped to achieve entry into the client system by the outside consultants. The criteria for determining when entry is actually achieved are discussed below. The second major event consisted of training nine members of the community college to be the major operators of the survey data collection. During February of 1971 this team of nine received sanction to collect the data from the "Family" groups which they represented, i.e., administration, faculty, students, etc. The data were collected during one week, February 8-12. Next, as the survey data were being summarized the five family groups were preparing to receive the data. The format for feeding back the data consisted of setting up five off-site meetings of two days each with (A) the president and his cabinet (N=6), (B) Dean of the faculty and his department heads (N=17), (C) Faculty Council (N=12), (D) Student Senate (N=35), (E) the Dean of Student Services cabinet (N=6). Now, in addition to the survey data, each member of each feedback group was interviewed about the internal functioning of the feedback group itself, but again, using the same underlying theory and variables for data collection.

During the feedback meetings, primary energy was spent on the data related to each group's internal functioning and on acquiring the problem solving skills needed to utilize the data for decision making.

After the feedback meetings (called diagnostic workshops by the college participants), days were set aside for communicating the results to faculty and students. Various short term task forces developed from these meeting and many family group changes were effected.

During the summer of 1972 a second training session was held of the expanded nine with a focus on the planning and coordination of change. During that training session it was decided that the nine would not try to be a decision making group, but would provide communication and coordination linkage across the family groups.

Finally in January of 1973, major structural changes were made by a faculty, administration, and student group.

A single process consultant worked periodically with the college from the winter of 1972 until the spring of 1973.

The Change Effort

Entry

Just prior to the actual work with the community college, Lake and Callahan had formulated a series of propositions about the necessary conditions for effective entry into a client system. The propositions were developed from the experiences of twenty organization change efforts. These propositions are reported in detail in Schmuck and Miles 1971, and are briefly reviewed here:

A. The client needs to have some focal reason for seeking help; such as a major problem or some image of how things might be better.

B. The consultant needs to have a conceptual model as he enters the client system which he believes in and which has clear action implications.

C. The consultant needs to share his conceptual model with his client during the contract formulation process.

D. A decision must be reached as to whether there appears to be a sufficient match between the client's needs and the consultant's approach.

E. The intervention process needs to begin with diagnosis because both the client and consultant need a systematic view of the current state of affairs.

F. Initial change activity should focus on the way the total system is currently transforming its inputs into outputs.

G. Entry is complete when the conceptual model has been shared, an internal team of potential change agents has been identified, and a preliminary set of action steps have been agreed to by top management and the potential change agents.

Given the above set of propositions, we proceeded to implement them. Our very first meeting with the president demonstrated how useful the above propositions could be. The president told us that he had invited us for the following reason:

> "I have become increasingly convinced, as I have spent my last three years of professional life here at the college, that a strong subject orientation towards education at the community college level is, as the primary educational goal, inappropriate. I say this because of the kind of students we, as a community college, are and should be serving. Students, be they black, white, bright, or dull, apparently are primarily seeking some kind of identity and a meaningful working relationship for themselves, to other human beings, to society, and to the universe at large. We must find a way to integrate cognitive learning about things with psychological learning about self."

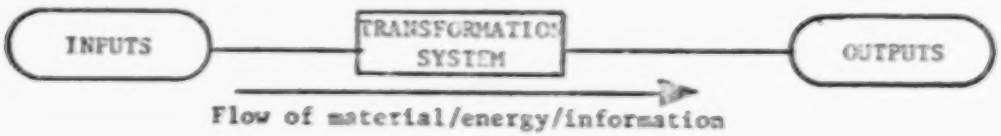
The president thought the severe separation between cognition and affect was due primarily to the unrestrained influence of a few academic leaders and their loyal supporters. He hoped that we would find a way to reduce the influence of these few -- perhaps by recommending their removal.

If it had not been for the conceptual model available to us, this effort might have concluded in this first meeting. The discussion by the president presented quite a quandry; the goal of integrating cognition and affect was certainly worthy of a development effort, but the means

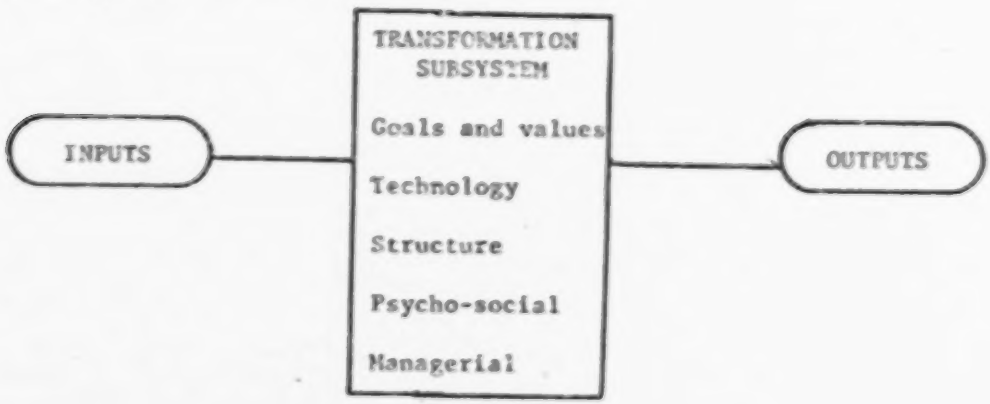
of solution to remove those seen as obstacles was, from our point of view,very unacceptable. So, we confronted the president by saying that we could respond favorably to the goal but not the means and that we were ready to suggest an alternative set of means.

The president agreed to listen to our alternatives, (which in itself spoke well of him because it suggested a readiness on his part to look at alternatives.)

We described our alternative approach as follows: We asked him to view his college as a system, i.e., a set of interdependent parts existing to accomplish one or more goals and which takes in certain inputs, and transforms those inputs into outputs or as Kast and Rosensweig (1970, p.119) have diagrammed this relationship:



Next, we argued that the appropriate place to begin the diagnosis and the change effort was with the transformation subsystem. The subsystem itself is viewed as being comprised of a set of activities, conditions, and arrangements as follows:



The essential point being that each of the components of the transformation subsystem must be thoroughly analysed and understood in relation to the other components before actions were to occur. This argument is further supported by the system principle that any action on one part of a system will have a reaction in some other part. Finally, we defined what we meant by each of the components of the transformation subsystem and insisted that the way to proceed would be to train internal persons from his staff and from the student body to collect information about the components which would in turn be fedback to already established family groups within the college.

Next, based on the data about the components the groups would be taught to use the data for planning systematic change.

These concepts and the way we presented them helped us(in our opinion) achieve a breakthrough with the president. One of his very first statements following our presentation was to state that he felt quite naive about his assumption that two or three persons were responsible for the state of affairs he described. He began immediately to offer some alternative hypotheses such as pointing out that he had a Dean for Academic (cognitive) Affairs and a Dean for Student (affective) Affairs so that the very way the college was structured encouraged such separation.

The discussion then turned to the selection of the internal change agent team. We presented our criteria:

A. They should be interested and they should view the training as potentially rewarding and perhaps as a potential career change.

B. They should be roughly representative of each of the major decision making groups on campus, formal and informal.

C. At least one high level administrator should be included, and

D. there should be a definite split in their pro and con attitudes toward the president's goal of integrating the cognitive and affective. (This last criterion is derived from a theoretical paper developed by Klien 1967.)

The president balked somewhat at including those who would disagree with his goal on the team, but finally agreed. After discussing and agreeing on next action steps we concluded that entry was achieved.

On the whole, our entry process conformed quite well to the propositions we had constructed.

Training and preparation

The first meeting of the team to be trained was held off-site, January 10-12, 1971. The threefold purpose of this meeting was to begin the training in the planning and implementation of change, to collaborate with them in developing the survey instrument package, and to help them plan for their first task in the organization -- to gain legitimacy among their constituents for the data collection.

An important part of the first day was the start-up activity when the outside consultants and members of the internal team shared their expectations about why they were there and what the project could achieve. This was a key event because conflicting expectations were dealt with immediately, and the project goals and plans were explicitly defined.

Much of the next period of time was spent explaining the aims of the project and discussing the rationale of survey feedback. The rationale as discussed follows:

Survey feedback is a process in which outside consultants and members of an organization collaboratively gather, analyze, and interpret data

about various aspects of the organization -- its functioning, its psychosocial climate, etc. -- and using the data as a base, begin to change the organizational structure and interrelationships among its members. Ideally, members of the client system are actively involved in the data collection activities. Such collaboration, as Neff suggests (1965), may consist of asking members explicitly to develop questions for the survey, and to plan with the outside staff for data collection. Typically, these instruments measure such things as employee satisfaction, concern about problems, perceived influence in decision-making, organizational goals and norms, etc. The purpose of collaborative data collection activities is that it increases the probability that members of the client system will accept the data. Also getting members' inputs at this stage helps insure that the questions in the instrument will be relevant -- i.e., the data collection instrument will be tailor-made to the specific organization.

The data are usually fed back to groups of people who report to a common superior and whose jobs are interlocked in some meaningful way. Members of these work groups, hopefully in an off-site setting, examine and interpret the data, start problem-solving in relation to the diagnoses they make from the data, and begin to make changes in their relationships and in the total organization. The intention is to have the survey feedback process spread throughout the organization by having people who were subordinates in the initial meeting in turn hold meetings with <u>their</u> subordinates using the same set of data.

Survey feedback has three essential components: first, data are presented; second, meetings of various work or role groups occur; third, during these meetings, the outside consultants and eventually the clients

begin to analyze the process of these meetings. In the following paragraphs these components are spelled out in more detail.

Data. As mentioned above the client system examines data about itself in survey feedback. The presentation of the data may have any combination of the following three effects: The data may corroborate the client's feelings -- "Yes, that is just how things are." Or the data may have a disconfirming effect if they contradict beliefs -- "It's hard to believe that people could see things that way around here." Finally, the data may encourage an inquiry orientation among the client members. The clients begin to wonder why people responded as they did, what the underlying causes were, and how they might be changed. In other words, an inquiry process is set in motion.

Meetings. The second component is the feedback meetings involving relevant work groups. Ideally, the meetings will be successful and, assuming this, the data and the meetings themselves will be increasingly attractive to the participants. In such a case radically increased interaction takes place during the meetings with people who ordinarily have little to say to each other. The increased interaction in a positively valued setting results in increased liking for the others involved, in increased pressure to clarify one's position on important issues, and in increased pressure for conformity to group norms. The pressure to conform, to avoid divergent views, if too strong can become dysfunctional to the problem-solving goals of the meetings. The major corrective to such dysfunctional conformity is to help the group to understand that some conflict, especially during the generation of creative solutions, is important to good problem solving. Helping participants to be reflexive about how they are working together and to understand the dynamics of group interaction is part of the third component of survey feedback -- process analysis.

Process Analysis. As groups work, they develop implicit and explicit normative notions of right and wrong, as well as characteristic ways of goal-setting, problem-solving, and decision-making. Although these processes have important consequences for the work output, groups all too often focus on the content of their tasks and ignore group processes. As a result, process problems which arise are frequently left unresolved. and problem-solving is adversely affected. In the beginning the outside consultants help participants to reflect on their process and aid in resolving process problems. They make comments on such things as interpersonal interactions, norms, and problem-solving procedures.

Process analysis was a part of the efforts of this very first training session and was, therefore, quite well understood. It also served to legitimate this kind of work. As a result, members of the group began to think reflexively and to comment on the group's process and the behavior of others from time to time.

In general, process analysis becomes accepted by the group members as a useful practice, and as more and more group members assume responsibility for this function, norms centering around, openness, trust, and collaborative problem-solving develop.

The nine members of the team discussed the concept of survey feedback and process analysis at some length. Subsequently, both consultants and the team of nine evaluated this time spent in developing a conceptual base for what was about to happen as making their task of gaining sanction for the effort much easier.

Once this period of discussion was over the remainder of the three-day session was primarily on preparation for data collection. All involved went away with definite feelings of success. The outcomes were a rough draft form of the survey instruments ready for typing, and plans complete for doing the data collection.

The second meeting of the consultants with the planning team was a one-day session held at the college. The purpose of this meeting was to obtain final approval of the survey instruments before having them duplicated, to check with the team on their progress in preparing the way for the survey, and to set the dates for the feedback sessions with the five groups identified during our first meeting. It was very gratifying to the consultants how well the internal team had accomplished their task of legitimatizing the project with their various constituencies on campus. Although admittedly there were some skeptics, all(students, faculty, administrators, board members, and clerical staff) agreed to take part in the survey. This second meeting ended again with success feelings, having set the dates for the data collection, having an instrument package acceptable to all present, and having the dates for the five feedback meetings established.

During the week of February 8-12, 1971 two of our staff went to the college with the survey instruments and assisted in the data collection. Thanks to the efforts of the internal team the data collection went very smoothly and we obtained close to 100% return of the instruments. The survey sample consisted of about 500 persons each of whom had to be contacted and scheduled to meet with one of our staff to fill out the instruments -- all of this was managed by the change team. We believe that none of this could have been accomplished, neither the mechanics of the

process nor the willing cooperation of the sample members, without the internal team.

In the six-week interval between the data collection and the first feedback meeting, the data were analyzed and summarized and put on display sheets. The feedback package or displays consisted of about 25 pages of item distributions and means broken down by the five role groups involved in the survey sample. Thus, there were separate sets of distributions and means for students, faculty, administrators, clerical staff, and board members in the feedback package. No statistical comparisons of the data from the different groups were performed. Any comparisons and interpretations of the data were being reserved as the work of the feedback groups.

Survey Data

The survey instrument package contained measures of the following eight variables or organizational functions. The measures are listed in terms of the five aspects of the transformation subsystem. Sample questions of each aspect are contained in Appendix I as is the sampling design. [Appendix deleted due to poor reproducibility.]

Goals and Values. An instrument was developed from the results of an earlier study of the college's goals. The measure was designed to assess the person's agreement with some twenty organization goals and their degree of importance or priority.

Technology. Based upon an exhaustive list of procedures, resources, and services currently available to members of the organization a measure

of the effectiveness of the college's technology was developed. Persons responding were asked to indicate if they had made use of the specific technology and how effective they found it to be.

Structure. There were three short measures developed for this aspect of the subsystem -- decision-making influence, influence on goal setting, and communication flow (direction and adequacy).

Psycho-Social. This aspect was assessed by a measure of the reward system, a measure of inter-group impressions, and a measure of the psycho-social climate of the college.

Managerial. There was no measure of this aspect included in the survey package. Instead, the managerial subsystem was assessed by means of the instruments given to each member of the five feedback groups designed to measure the group's problem-solving adequacy and the group chairman's leadership style.

In general the results of the organization-wide survey indicated that the Community College was (and presumably still is) a very healthy organization in terms of the variables measured. Data from the five role groups -- administrators, faculty, students, clerical staff, and trustees -- were summarized separately for comparison purposes. With few exceptions the item means tended to fall at the "good" end of the scales and discrepancies among perceptions of the role groups were small or non-existent. It was rather incredible how much agreement there was among the role groups on variables on which it would not have been surprising to find disagreement. For instance, in the measure of decision-making influence, students, faculty and administrators were asked to rank how much influence the various role groups

and combinations of role groups should have over important decision areas, as you can see, the discrepancy is not high. Table 1 shows the means converted to ranks for the one area of decisions about Student Affairs.

Insert Table 1 about here

The data in Table 1, as is typical of the other four decision areas, reveal a great deal of agreement among the role groups. Even when these data are compared to data collected in a study of actual decision influence which had just recently been conducted at the college, few discrepancies could be found. The order in which the influence groups appear in the table is very similar to the rankings of the actual influence the groups and combinations had over that decision area as derived from the previous study. Table 1 indicates good agreement between the actual and should influence over decisions affecting student affairs. The one exception to this agreement is that Trustees were seen as having more actual influence that they should have over decisions in the Student Affairs area. Ranked fourth in actual influence all three role groups agreed the Trustees should be ranked last (8th). Among all of the decision influence data this was the only discrepancy of any magnitude between the actual and should.

In survey feedback the consultants intend to obtain data which will identify those areas in which discrepancies exist in the organization. In this study the survey data indicated no organization-wide discrepancies, and, assuming our instruments were relatively accurate, we had to conclude that the organization was in good health. Even if the assumption was not

Table 1

Rankings by Three Role Groups of Amount of Influence Various Groups Should Have Over Decisions Affecting Student Affairs

Influence Groups	Summary Ranks*		
	Students	Faculty	Administrators
** 1. Students, Faculty, Trustees, and Administrators together.	1	1	1
2. Faculty, Administrators, and Trustees together	3	2.5	2
3. Students alone	2	2.5	3
4. Trustees alone	8	8	8
5. Administrators and Faculty together	4	4	4
6. Trustees and Administrators together	5	5	5
7. Administrators alone	7	7	6
8. Faculty alone	6	6	7

*Summary ranks were developed by ranking the mean ranks given by each of the three role groups.

** Order of groups is from a study of their actual influence.

correct, the survey data were not useful for the problem identification and problem-solving which must occur in the feedback meetings.

The fact that most members of the college were in agreement about how things worked at the college and were also relatively satisfied with the current state of affairs raises one of those difficult issues. For instance, were the favorable outcomes which resulted from the later work with family groups dependent on the fact that the client was quite healthy to start with? Would the same procedures have worked with a more polarized, fractionated, conflictful client? Only repetitions will tell.

Diagnostic Workshops (Feedback Groups)

In The Grapes of Wrath, John Steinbeck wrote, "Man, unlike any other thing organic or inorganic in the universe, grows beyond his work, walks up the stairs of his concepts, emerges ahead of his accomplishments." The use of systems concepts, proved to be, for this community college such a stairway. And the approach to the feedback of data is the best illustration.

The very same paradigm developed to analyze the college as a system could now be used to analyze each family work group because the general systems concepts applied to both. For instance, both the college and any one of the working groups can be viewed as a system, i.e., a collection of parts which are interdependent and which exist to accomplish some set of purposes. So, the argument is now advanced that each group's ability to set clear, achievable goals, to structure itself, to utilize technology, to maintain effective psycho-social behaviors and to manage itself could be analyzed, just as was the entire college; in addition, each family group could learn to utilize data for planning and for changing more

easily if their first experiences were about their own groups rather than the college as a whole. Therefore, we developed a practice of focusing on the group before focusing on the college.

In practice this meant collecting interview data from each of the members of five groups, which in effect, constituted the major decision making bodies of the college. The groups were: The President's Cabinet, composed of three deans, a public information officer and the faculty council chairman; the Academic Dean's group, composed of division chairmen and various administrative personnel; the Student Dean's group; the Faculty Council; and the Student Senate.

In retrospect, the college officials agreed that the use of feedback groups or as they were called, diagnostic workshops, was the single most important element of the overall change strategy employed. It made major contributions to their efforts in at least the following ways:

1) clarified the difference between process (i.e., how they were doing things) from content (i.e., what they were doing)

2) reduced the complexity of problems identified, to a level at which they could actually make changes

3) the data about the groups provided excellent bases for learning about problem solving

4) the variables of goal setting, structure, etc., were much more meaningful because of the concrete referents to aspects of the groups with which they were familiar which, in turn, subsequently made the college wide survey data more easily managed

5) the process was started in which difficult organizational issues such as governance, authority, responsibility, involvement, commitment and decision-making could be better managed within the groups and later transferred to the college

6) the readiness of the president and subsequently the other group leaders to subject their managerial behavior to review and critique set an example and helped to create a norm that even the most sensitive areas of organizational behavior could be agenda for problem-solving

7) with only one exception, it increased cohesiveness in each group which then led to an increase in the willingness to work on problems

8) the outcomes of the diagnostic workshops resulted in a list of priority problems for future work. Actually, each group produced two lists: one for their own future work and a second of problems which needed the larger community for work.

The staff for the diagnostic workshops consisted of organization development specialists throughout the northeast. One staff person who later became the process consultant worked in all but one of the workshops. Each person in each group was interviewed for at least seventy minutes and also was asked to fill out a leadership and climate questionnaire. The interviews were highly structured because the questions were derived from the basic transformation domains described earlier. Some selected questions are contained in Figure 1.

Insert Figure 1 about here

In each case the data were collected not more than 48 hours prior to the time when the entire group met in an off-college-center for not less than two and one half days.

Some of the questions in the interviews provided information on more than one dimension. For example, to the question -- "When do you feel productive?" One person might answer, "When we finally get the budget passed." (goal accomplishment) Another might say, "When we get a really good discussion going between division chairmen." (psycho-social)

DIAGNOSTIC WORKSHOP INTERVIEWS
(selected questions)

1) How do goals get formulated for your group?
How much influence do you have in the creation of these goals?
How well do the goals of your group mesh with your own personal goals?

3) Please review this chart of the structure of your group.
Are there places where communication is difficult?
How are you held accountable for your work on this group?
By whom?

7) How do you know when you are being productive?
Who else notices?

8. When you experience conflict or disagreements in this group, how are they handled?
What is a recent example?

10) How does the budget get created?
What is your involvement?

11) Complete the questionnaires and return to me.
Now let's go back over the interview and see if there are things which you wish to be kept confidential.

Figure 1

The final interview before each workshop was always with the leader of the group. In addition to the interview he or she is prepared to hear the data that will be forthcoming about his leadership style. The rationale for this private feedback is simple: the leader is the one individual who cannot remain anonymous in the whole effort. People might generalize about "we never get decisions made in this group" or " the group is not efficient" - but everyone knows such statements refer to the way the leader structures and manages the group. Therefore, he needs the opportunity to prepare for the public feedback -- whether it is going to be critical or praiseworthy (i.e., many leaders find it difficult to accept favorable feedback). Incidently, each person in the group has been told that the leader will receive a private briefing.

Data about the leader is usually very mixed. For example, an interviewee may say, "Well, I find him to be considerate and always willing to listen, but his indecisiveness drives me up the wall." From such a generalization, probing questions usually will uncover specific behavioral patterns and it is these patterns that are reviewed in the briefing. With the president of the community college a part of the briefing consisted of identifying a discrepancy in the way the agenda was developed for his cabinet meetings. It was his perception that everyone put items on the agenda, but it was the unanimous perception of all other cabinet members that he completely structured the agenda and that he did about ninety per cent of the talking in the cabinet meetings.

Whatever the data, the leader needs to be prepared. Usually, the briefing included a statement as follows:

Table 2

Sample Data from a Diagnostic Workshop Feedback Presentation

From the structural domain:

"We have two systems, an administrative hierarchy and democratic governance."

"The academic deans role is too broad; he should not have both administrative personnel and division chairmen reporting to him."

"Having the president and the two deans secret themselves away to formulate the budget make this cabinet a rubber stamp operation."

From the psycho-social domain:

"It is very difficult to get anything on the agenda; he (the president) favors the deans."

"Our meetings are really just briefing sessions; we don't actually discuss and work through problems."

"I never walk away from the cabinet meeting feeling productive."

> "If you don't want this thing to work, just respond as defensively as you know how -- deny everything, explain away all the data as though others just did not understand you. If you do want it to work, then your primary task is to listen; try to understand what is being said to you and why. No matter what the data do to your emotional system, you must show that you are willing to do problem-solving about your leadership style.
>
> "If you show a willingness to listen, you will probably find that most of your people will be fair and will want to be helpful. You alone must set the initial examples of someone who can listen to criticism, to new and different ideas and that you are ready to use data as a basis for decision-making. So, what I am really saying to you is that you will have a major responsibility in the workshop just as you do on the job. However, when we start the workshop, I will take the initiative for beginning to work the data, for starting the problem-solving process and gradually turn that initiative back to you so that by the end of the time at the workshop, you will be back fully in charge."

Most leaders are willing to accept these conditions. All those in the college were; although in other situations diagnostic workshops have been aborted because of a lack of such willingness.

After the data have been summarized under each of the categories of goal setting, structure, technology, psycho-social, and management; the workshop begins by reviewing the data. A choice is usually made as to whether to feed back all the data initially or to feed back a category at a time.

The data consist of people's direct quotations on each dimension and frequency scores on the instruments. Table 2 gives an example from one of the diagnostic workshops.

Insert Table 2 about here

After the data have been presented and reviewed briefly, each member of the group selects those items of information about which he or she feels most intensely. After these have been discussed, one or two issues are selected to begin the problem-solving process. Usually, actual work on the data is interspersed with formal lectures on problem-solving, with practice exercises and with brief analyses of the way the group is working at any given moment in time. More often than not issues which have been identified in the interviews repeat themselves as the group is actually working. Once the group learns this, they become more able to identify such issues and are able to work out of them more rapidly. For example, let's return to the issue of how much the president verbally dominated the cabinet; this repeated itself frequently until the president, himself, was able to recognize it and altered his behavior.

Outcomes

For purposes of discussion a distinction will be made here between outcomes and results. Outcomes will refer to those things which happpened immediately following the workshops and subsequent meetings. Results will refer to those events, activities, differences described in the last data collection which occurred two years after the workshops.

The most observable outcomes took the form of changes in the meeting formats of each group, commitments to work on particular problems, and plans for communicating outcomes to the rest of the college.

Within two weeks of the off-site meetings a student was added to the president's council with full membership rights. The Academic Dean split the seventeen poeple who reported to him into those with administrative responsibilities; i.e., admissions, registration, etc. and

those with academic responsibilities; i.e., division chairmen, continuing education, etc. The Dean of Students group devised a strategy to provide course planning support in order to build more opportunities for the juncture of affective learning in cognitive courses. The Student Senate created a learning resource committee which had responsibilities for surveying the entire campus and city for learning opportunities.

The Faculty Council planned and executed an all day seminar for the rest of the faculty which was designed to help them understand what had happened in the off-site groups and set up procedures for further work on the major issues identified in the Faculty Council. Subsequent to this meeting the entire faculty was asked to evaluate the planned change effort. The data showed an overwhelming willingness to continue. So, throughout the summer and next fall, various task forces from each of the family groups produced recommended change reports, 90% of which were subsequently enacted. Two typical task force products are contained in Figures 2, 3, and 4.

Insert Figures 2, 3, and 4 about here

Workshop for Administrative Management Team

During January 24-26, 1972 an administrator's workshop was conducted by the consultant staff at the request of the president. The request made good sense strategically; by this point in time most of the family groups had taken care of their most severe internal problems and were now ready for college-wide problems.

TASK FORCE ON FACULTY/SECRETARY RATIO

Change: We would like to analyze the faculty/secretary workload.

Why:

1. To better distribute the actual workload.
2. To make better use of existing staff.
3. To provide better service to faculty.
4. To enhance moral of existing secretarial staff by making comparison of loads.

Action: President's Cabinet appoint a task force to make an analysis to report back findings and recommendations in early Fall.

Figure 2

TASK FORCE ON AFFECTIVE EDUCATION

From: We want to change the present practice of viewing learning in school as an essentially cognitive process (attended by the complimentary tendency in teaching of disregarding the affective dimensions of learning)

To: Practices of teaching

a. that recognize and take account of the interplay of cognitive and affective factors within and between the so-called student-learner, teacher-learner, and the groups they create.

b. that recognize and take into account that these factors can never be separated from that which is traditionally known as content.

c. that recognize and take into account that learning is a change in the behavior of an individual and that the amount and the success of that learning is directly related to the environment, largely determined by the teacher, in which he learns.

Why:

1. To provide for more lasting learning.
2. To increase the relationship between what teachers think they are teaching and what students are learning.
3. To increase the relationship between knowledge and behavior.

Actions:

1. Administrators should be consistent in their practice of the concepts and behavior learned throughout the C.D. process.
2. The Dean of Faculty working with the division chairmen is charged to encourage and help faculty integrate the affective and cognitive aspects of learning in their classrooms.
3. The Dean of Faculty, working with the division chairmen, is charged with encouraging and supporting faculty attendance at workshops in which they can get practice in doing #2.
4. Teaching facilities should be designed with the affective dimensions of learning in mind.
5. All are encouraged to use local human resources.

Figure 3

TASK FORCE ON REWARD SYSTEM

Change: We want to change from a system that does not completely and objectively consider the needs of each person to a system that assesses the reward needs of each person in relation to the CCC goals and objectives and attempts to achieve closer connection between these two ends.

Why:

1. Greater efficiency in accomplishment, each person's assigned job.
2. Better personnel morale.
3. Some staff members perceive that reward system is deficient because they lack confidence that they have been delegated the authority to accomplish their assigned responsibilities.
4. Institutional data from O. D. Study showed major faculty concern regarding reward structure.
5. A very random and unclear system of rewards exists at the clerical level.

Action:

1. Charge the Faculty Council with the President's Cabinet to appoint a task force to study the reward structure for the total professional staff and to recommend to the Council and Cabinet a system to equate rewards to performance as it relates to CCC's goals.
2. Charge the administration to appoint a task force to analyze the reward structure for the clerical staff and to recommend to the administration a program of rewards for that staff.

Figure 4

In attendance at the workshop were all division chairmen and program directors, the deans, and the president (n=28). The president wanted to bring these people together in order to assess gains made in the planned change effort to date, to share perceptions of the organizational problems, and as an administrative team, to work toward solutions. The specific statement of the workshop goals was as follows:

1. To surface and clarify management goal issues.
2. To surface, clarify, and share diagnoses of present organizational structure.
3. To generate, discuss, and test alternative solutions.
4. To make plans for next steps.

The workshop lasted two and one-half days including the evenings of the first and second days. In general, all involved seemed well motivated and worked intensively during the long days. In very broad strokes the workshop design included the following activities.

First Morning. The president introduced the background and goals of the workshop and the role of the consultants who would serve as process facilitators. The consultants then helped the group through the process of sharing expectations for the workshop. The goal of this sharing process was not fully met with many individuals still cautious and concerned about what the top administrators "really expected from the workshop". Having the president and the three deans discuss before the total group (in a fishbowl design) their concerns about the organizational structure of the college and their expectations seemed to help others to accept the proposed purposes of the workshop.

First Afternoon. Immediately after lunch the total group was broken into role groups and each was given the task of identifying problems of organizational structure and management issues. The entire afternoon was spent at this task. Members of the consultant staff attached themselves to the various subgroups and facilitated this problem-identification process. By the end of the afternoon, each group shared on newsprint their initial diagnoses of the problems.

First Evening. The evening started with each role group further explicating their assessment of the problems; the president chaired this process. At this point the consultants intervened with brief process observations. They indicated that there was a need for sharper identification of issues and more precision of leadership from the president and the deans. As it turned out this was a key event in the workshop. It was very difficult for the top administrators, especially the president, to receive this feedback about their leadership in front of the rest of the group. It is very much to their credit that the president and the deans were able to take the feedback as it was meant and to take stronger hold of the leadership reins. These four spent more time that evening and before start-up the next morning, identifying specific problem areas and persons who would like to work on each. They then established a task force for each of the major problems.

Second Day. The first thing in the morning the president and the deans shared with the total group the results of the work they had accomplished after the others had left the evening before. Four task forces were established -- two to work on the problem of organizational structure, one each on compartmentalization issues, and on leadership style.

Each group was asked to further clarify and diagnose the problems, propose alternate solutions to the group with the hope of making final decisions before the end of the workshop. Each task force was asked to accompany each recommendation with a suggestion as to whom or which body should make the final decision. The president and deans, however, reserved to themselves the right to make final allocation as to decisions. By the end of the day each task force was ready to report their progress to the total group. The leadership style and the compartmentalization groups were in position to make firm recommendations to the top administrators. The two task forces on organizational structure had several recommendations to make, but these alternatives needed further refinement before a decision could be made.

Third Day. The president and deans reported their allocation of decisions with respect to the recommendations made by the two task forces which had completed their work. Some decisions were made immediately by the top administrators; other decisions were allocated to other administrators as their proper domain. The next steps with respect to the work accomplished by the structure task forces were delineated.

1. A Forward Design Planning Group was to be appointed by the president.

2. This group would analyze the six proposed organization charts and work with any and all toward developing a single proposal for the president's ultimate consideration and decision. This process was to be facilitated, in part, by having each participant of the workshop react to the six proposals as to which they liked least, and what it was they liked and disliked about each.

3. A time line was established by which the work of this group was to be accomplished.

The last event of the workshop was to bring the role groups together again to discuss their hopes and fears and compare these feelings to those expressed at the beginning of the workshop. Generally, there was a positive feeling.

Outcomes of the Administrative Management Team Workshop

This management workshop was in itself an outcome of the original survey feedback, diagnostic workshop effort. In the feedback meetings which had occured the previous year the top administrators recognized the need for greater cohesiveness and collaboration in the overall management of the college. We trace, therefore, the results of this workshop to the organization development effort which began over a year previous to this event. The major result of the management workshop was the establishment of the Forward Design Planning Group which soon accomplished a reorganization which was agreed upon and acceptable to the entire membership of the college community.

Other outcomes of this workshop dealt with specific issues identified by two of the task forces during the workshop. There were a total of thirteen decisions made at the workshop along with designations for implementation of the decisions. Three issues were referred to other campus groups for them to make the decision. In addition, seven decisions were delayed until further study of them could be done. These decisions were dealt with during the final morning of the workshop which resulted in some obvious success feelings on the part of most of the people in attendance. There was also some healthy skepticism like: "Well, we can do it here in the workshop, but will we be able to keep the momentum going back on campus?"

Here are a few examples of problems, proposed solutions, and action taken on them.

1. Problem: No meetings between spending heads (department chairmen and program directors) and the business office resulting in the lack of free flowing fiscal information.

   Solution Proposed: Need regular state of budget report both written and oral to include all spending heads.

   Action: President agrees and the Dean of Business along with other deans will establish such regular meetings.

2. Problem: No long-range plan shared with the total college and fiscal planning is done on year-to-year basis.

   Solution Proposed: Need long-range PPBS and need to share long-range plans in planning sessions.

   Action: Presidents and deans agree and will work with the management team to implement.

3. Problem: Relationship of out-of-class experiences to in-class is not adequate.

   Solution Proposed: Have a one-hour required field experience in some area related to the course being taken.

   Action: The management team agrees in principle and will refer to the Faculty Council for appropriate consideration.

Hopefully these examples will provide a flavor of the range of issues this workshop dealt with. Most of the decisions were in the areas of fiscal matters, academic matters, and administration problems. In addition, responding to issues of leadership style, the management team agreed to study and, if appropriate, to adopt the procedures of Management by Objectives approach. The president and three deans stated they were committed to implementing MBO for their own use.

This workshop culminated the achievement of hoped-for outcomes by the consultants. It demonstrated that the college's top management now knew how and when to initiate special procedures for tackling tough organizational problems. During the workshop itself, the administrators demonstrated that they had internalized a problem-solving process well enough to know when to push for solutions, when to ask for alternatives, and when to have further inquiry done.

The next section describes the results of the work on planned change.

Results as of 1/73

Anyone who has attempted to determine the effects of an organization intervention knows how complex, if not impossible, is the task of drawing inferences. Indeed, even labeling this section the results portion suggests a relationship between intervention and outcome which is misleading.

There are just too many acts of history over which no control was or could be exerted. For instance, in terms of personnel, the fact that the president and his three deans were all young and, therefore, still developing their own administrative styles and the fact that they all are still at the college are of enormous importance. In contrast, in an educational development study conducted in twenty-one school systems, twelve superintendents left during the second year of development and without exception the development effort stopped.

Another uncontrolled contributing factor was that the college had on its staff an excellent researcher who constantly helped the faculty analyze and interpret all the data that was produced.

Still another factor of importance was that many in the college had a commitment to improving the affective life of the student on campus prior to the arrival of the organization development effort.

And finally the State Education Department's support for this effort made possible the hiring of consultants through Vocational Education money.

In addition to uncontrollable conditions, there were some synergistic outcomes which might never have been predicted. The most striking example and the most important for the long term was that the college had been considering a shift in budgeting process to PPBS for more than two years prior to the intervention activities; but it was the intervention staff that made it legitimate.

And yet, with all the cautions about drawing inferences in mind -- it still must be asserted that the change strategy initiated by the survey feedback process did result in major changes which have endured and proliferated over two years.

Originally, the plan of evaluation was to re-administer the instruments used in the survey feedback process and in the diagnostic groups. But, with the changes in membership of all the diagnostic groups; i.e., two new members added to the President's Cabinet, the dean's group split into two groups, the one hundred percent turnover of the Student Senate, the judgement was made to do the final data collection by interviewing the major portion of those who were involved in the diagnostic feedback groups. The process consultant who stayed with the follow-up activities also provided notes and comments at the end of the two years.

The results will be presented by reviewing the current status of a wide range of variables thought to be important to organization theorists and consistent with the General Systems orientation described earlier.

Variables Related to Goal Setting

The data collected as a part of the initial survey two years earlier for the diagnostic workshops demonstrated two things: (1) there was high consensus about what the goals were and (2) the goals were set by the president with some help from two of the three deans. There was also no evidence that the stated goals were at all related to practices.

During the period of active change intervention, procedures were created first to include all members of the President's Cabinet in goal setting and later to include major inputs by the faculty and student body. Now, each fall, time is spent in a faculty workshop developing goals and relating each goal to student outcomes.

The net effect of such procedures is that the goals are still clear, but they now have faculty commitment and they are related to student outcomes.

Why this goal setting process evolved this way, while not fully explanable, can be traced directly to the first time that the president learned in the diagnostic workshop that even his two "favorite" deans did not fully share his commitment for the goals he was advocating. The discrepancy with which this data confronted him, forced him to go back and study in detail how it was he had arrived at his goal statements and then he was helped to develop new procedures which provided for many more inputs into the goal development effort.

In the authors' opinion, no discussion of goals or goal setting is complete without a thorough analysis of how the budget is set and implemented. As might be expected the changes in budgeting parallel the goal "stating" process. At first, the president developed a budget by himself, reviewed it with his two deans and "sold" it to the rest of the cabinet, and then ultimately to the faculty and trustees.

At first, in the diagnostic workshop the president was persistent in defending the current way he developed goals and budget. For as he put it, "I am the one who must defend that budget with the trustees." And he was right to point out that the "buck" did indeed stop at his desk. As he conceived it there was no room for participation in the budget setting process.

An alternative way of making decisions (including budgetary) was presented to the president. The alternative calls for decision making to be thought of as only one act in a larger problem-solving process. The problem-solving process includes: stating the givens, stating what is desired, identifying needs based on the differences between givens and desired, developing problem statements, setting objectives, exploring alternative methods/means, selecting a course of action, trying it out and evaluating it. The president learned that he could develop wide participation in all problem-solving activities and still reserve the actual act of "selecting a course of action" as his perogative based on the objective fact that he -- not a committee -- would be held accountable by both faculty and trustees for that course of action. He also learned that he could make known his <u>intended</u>

course of action and invite criticism of it before acting on it, and thereby gain real sanction rather than "rubber stamp" approval. It is a fact of operation today that while the president still presents his budget to the trustees and it is his budget; it is not infrequent that faculty and students also come to the trustee's meeting to present their advocacy for the budget. (Incidental to the budget issue, the board of trustees has had to learn how to cope with many more participants than just the president because the board meetings have been "opened" to selected participation of faculty and students.)

It is now the general operating procedure that before problem-solving begins, it is determined who is (a) giving advice only, (b) making decisions, (c) sanctioning, and who will be held primarily accountable. Many quid pro quos develop in this way; for instance, while the faculty acts in an advisory capacity to the president on budget, he acts in an advisory capacity to the Faculty Council on matters of course offerings. Prior to the planned change activities neither felt they dared permeate the other's boundaries on such matters. A condition which was resented by both. Similar quid pro quos now occur across all five decision-making groups.

The goal setting process at the college is still developing. Last year many more were involved than ever before, but an evaluation of the process demonstrated two weaknesses. First, while goals were stated, they were not prioritized and therefore, direct work on the goals was uneven in terms of energy expended and in terms of products. Secondly, the goals were not related directly to student outcome. This year efforts are being made to correct both deficiencies.

It needs to be pointed out that one side effect of approaching issues from an open problem-solving point of view is that decisions take longer although implementation is often faster. Even with the small size of the college inviting participation slows down the overall process. As one administrator put it, "We have information paranoia around here; everyone knows everything; there is no such thing as an administrative secret anymore -- I think that we overdo this communication thing." Another problem which arises is that sometimes an item that has only been developed as an alternative for consideration is taken as a decision by another group and premature sanctioning occurs. Another administrator put it, "Hell, two weeks ago our list of brainstorming ideas were published as policy and we were beginning to have to defend something we had not even decided on yet."

Variables Associated with Structure

It is within the structural realm that changes have been most far reaching. Almost every aspect of structure has, at some point or other, in the organization been changed.

Structural changes in the diagnostic groups resulted in alterations of size and span of control soon after the diagnostic workshops. It has already been mentioned that the President's Cabinet added a student to its membership. The Academic Dean, prior to the organization development effort had seventeen people reporting to him and meeting with him each week. In the first six months after the diagnostic workshop he split the group into academic personnel and administrative personnel and

held two separate meetings each week. This was praised by the academic personnel and perceived as a loss of influence and status by the administrative personnel. Finally, as the Dean and others still perceived his role to be too encompassing, a Forward Planning Group was established at the administrative management team workshop to review the problem and make recommendations. After studying the problem, the Forward Planning Group made the recommendation, which was later adopted, to create a fourth dean's role, which would have responsibility for the functions of data processing, registration, office services, admissions, advising, special programs and occupational counseling. The Academic Dean now has responsibility for division chairmen, libraries, continuing education, and experimental learning activities. This action restored some of the status and prestige concerns of the administrative staff. It also has freed the decision-making on administrative matters. For instance, a sophisticated, taped-dictating system has been installed by which any professional person may call in letters to be typed at a central location. This procedure has reduced the need for secretaries and relieved a critical shortage of support staff.

The Faculty Council identified the lack of continuity in their operation as a major deficit. This lack resulted from new officers each year. A procedure was devised by which each succeeding year's president is elected one year in advance and the vice president becomes the chairman in the subsequent year (both of which are elected in a college-wide vote) so that the two officers actually serve on the Council for two years.

The President's Cabinet now includes four deans (an addition of one), the chairman and vice-chairman of the Faculty Council, the Student Senate president, and a special assistant to the president.

Another structural innovation is a special personnel and salaries committee composed of persons from all of the five (now six) diagnostic groups. This committee has responsibility for "initiating, developing, and recommending a Program Policy Budget to the president." This committee was initiated this year and has been operating under extreme stress because the college's enrollment is down 30% due to the impact of Hurricane Agnes on its constitutents. (The entire valley which surrounds the community college was under water for weeks. It is estimated that better than two-thirds of the residents of the area are still living in trailer houses or the upstairs of their houses.)

It was learned from the data collected in the original interviews that the president was practicing an old organizational strategy of by-passing those he was unable to influence. He did this by setting up a college-wide committee composed of faculty, students, administrative personnel, and support staff who were supposed to be representative of the college with the purpose of improving communication. What happened in practice was that confusion ensued as the normal authority and communication process was bypassed or intervened with. As a direct result of the increased effectiveness of each of the diagnostic groups and of the <u>quid pro quo</u> process which resulted, the college-wide committee was no longer needed and it quietly faded away due to a lack of the need to convene it by the president and due to his awareness of how much it was

resented by the other decision-making groups. He also later admitted that by his selecting the members it was neither representative of the college nor effective at increasing communication.

Finally, the Student Senate also changed its composition to reflect the functional groups on the campus rather than arbitrary class offices.

Factors Associated with Adaptability

The need for a system to adapt to its changing environment (internal and external) is usually listed as a major factor in the system's health. Gardner (1968) has argued this point so eloquently:

> That human institutions require periodic redesign (if only because of their tendency to decay) is not a minor fact about them or easily overlooked. Taking the whole span of history, there is no more obvious lesson to be learned. How curious then, that in all of history with all the immensely varied principles on which societies have been designed and operated, no people has seriously attempted to build a society or an organization which would take into account the aging of institutions and to provide for their continuous renewal.

Rigidities of goal formulation and structural design have already been described in the above two sections. It is here added that the college had little or no agreed upon social technologies available for its own renewal. The two that were being tried were the president's "new" goals each fall and a college-wide committee to "improve communication". Bringing the organization development consultants in to recommend personnel changes was a third effort.

The adoption, by all of the major decision-making groups, of a common model for problem-solving and a common vocabulary proved to be a new and effective tool for the college to be continuously renewing

itself. As one interviewee stated: "You know what is really different around here now is that there are no sacred cows; that is, everything is open to examination, review, and evaluation." An example of one such "sacred cow" was faculty evaluation. In the past much heated discussion had developed around this topic but almost no action had been taken. One year ago under the direction of a joint faculty, student, administrative task force(and as a result of one of the diagnostic workshops), the person responsible for institutional research embarked on an ambitious study to relate teacher planning, attitudes, and interaction behavior to student outcomes. The study, supported by USOE (see final report by Reimanis No. I-B-074; Grant No. OEG-2-71-0074), and conducted under a rigorous research design found that

> Among the student characteristics that showed the strongest positive relationship to learning effectiveness were self concept of academic ability and internal reinforcement control. Debilitating anxiety had a negative relationship with learning effectiveness. Among the instructor characteristics that showed the strongest positive relationships with effective learning was the attitude that education should be oriented more toward student interests and concerns than with mastering a subject matter. With respect to teaching methods, as perceived by the students, student directed and structured classes were far superior to instructor directed and unstructured ones.

Currently the study is being replicated with a larger group of faculty and if the results continue to hold up, in-service training and tenure evaluation are to be tied into those teacher methods which are associated with student effectiveness. Once again, regardless of how the inquiry turns out the important point is that a domain of higher education usually arbitrarily decided upon at the labor-management bargaining table is currently being problem-solved on the basis of systematic

data. This result is, therefore, both a good example of the use of a new social technology and of a new norm which values data as a basis for decision-making over political manipulation.

Another piece of social technology which has improved in the diagnostic groups is that of conducting effective meetings. Much attention is paid to the process of setting agenda. Agenda items are separated into those for information, those for decision-making, those for discussion and clarity. Usually someone or subgroup is charged with the responsibility of doing background inquiry into an item before it appears on the agenda which results in more decisions being made on a genuine data base and, therefore, also results in decisions which lead to action.

Most meetings employ the technique of recording discussion and action decisions on newsprint in order to permit maximum visibility of the process while it is happening. All decisions are published and distributed. Often times decision-making groups stop their decision-making to review <u>how</u> they are doing.

Two techniques are regularly employed which simply put into action the concern for interdependence of subgroups. The first technique was introduced by the process consultant. The technique is to have each group when it has arrived at a decision-making point to "try to take the role of others" and criticize the decision from what is perceived to be an alternative point of view. The second technique is to invite those likely to be most antagonistic to the decision and have them criticize it and/ or try to modify it. The outside adversaries are asked to "change the decision until it represents a solution which is satisfactory to you" and then each adversary in turn gets an opporutnity to do the same. Usually, but not always, an altered solution becomes acceptable.

A last bit of technology aimed at increasing adaptability consists of regular probes by college officials into current events at the State Education Department, USOE, state and national legislative bodies, the college community, and the student community. Periodically these events are reviewed for possible implications and brought to the attention of the faculty and the cabinet.

Factors Associated with the Psycho-Social Domain

Our post interviews were unanimous that the college was more "open" than prior to the organization development work. (Although a number of people conceded that this openness may not have fully penetrated those who have been least directly involved) In discussing openness, three prepositions are important: at, to, and with. To be open at someone is to simply dump all those feelings, opinions, intuitions, and whatever else at that person without regard to the impact or without caring what the impact on the other is. Often times this kind of openness is pointed to as the result of sensitivity training and too often this is an accurate criticism. To be open to someone is to be able to listen to that other person so well that the listener can repeat what the other has said and accurately describe what was meant both from a substantive and affective viewpoint. To be open with someone is to engage in interaction in which both parties are open to each other. As noted earlier, openness is not necessarily a pleasant condition. A number of administrators might have preferred to have less openness as it would have made certain "sensitive" decisions easier. But, in the long run, they agreed that such openness reduces the fear of being manipulated which is a desirable condition.

A parallel finding in the interviews was that central administrators were viewed as more credible. When asked why this was so, an interviewee responded: "I think it has to do with this openness and feedback thing. You see if all you ever hear in public from the top administration is positive stuff and yet you later hear rumors that they really aren't all that pleased then you start to doubt whether the positive stuff is real. But, when you hear both the good and the bad from administrators, then you are much more likely to believe what you hear."

In regards to conflict two patterns seem to be operating simultaneously. For those who have been through the diagnostic workshops and who have worked with the outside process person subsequently, conflict of opinions, attitudes or values were usually confronted in an open direct way. But this pattern has not carried over to other parts of the same person's work with those who have not been as involved. Also, there seemed to be rather heavy reliance on the process person to help manage the conflict. Openly confronting conflict does not necessarily lead to resolution. It is well known that two of the top administrators disagree regularly. The disagreement is only symptomatic of a much deeper difference which is probably rooted in the basic values and philosophy of the two. When queried about the conflict, the two tried to pass it off with a statement such as: "Yes, we have agreed to disagree." What this means in practice is that they tend to contain their differences and listen to others when they reach blocks with each other.

As discussed earlier, the norms or implicit expectations of behavior tend to encourage openness, inquiry, direct management of conflict, wide

sharing of information, and collaborative problem-solving. But again, data collection through interviews did not permit for an adequate assessment of whether these norms were widely spread through faculty and students.

Factors Associated with Managerial Style

After the individual interviews had been conducted, the top four deans and the president were called together for a group interview and asked: "Would each of you now characterize each of the others here in this room as he was when we began this effort and as he is today."

Just the fact that these administrators were willing and able to give each other this kind of feedback represented a change from their earlier behavior.

While their individual changes were interesting to our staff, they are summarized here together. Most of the administrators characterized each other as: (1) better at setting goals and establishing priorities, not as good at taking action, monitoring and holding each other accountable, (2) more likely to attend to information and use it according to its merits rather than to value it or devalue it according to its source, (3) able to run much more effective staff meetings, (4) better at documenting decisions and communicating them to others, (5) more able to acknowledge own and others feelings and to recognize feelings as a legitimate part of decision-making, (6) willing to attack even the most complex and sensitive issues such as budgeting and personnel matters as problems to be solved and (7) less likely to plead for special privileges on the basis of prestige or status.

Finally, these same administrators wanted to caution our staff not to assume that the college's work was in any way complete. They were quick to point out the current problems they were facing. The following examples were given: The flood has led to the lowest enrollment in their history and, therefore to the most austere budget. It is very likely that they will be forced to reduce staff. The evaluation and tenure of the professional staff is in no way settled. It is not fully evident yet that the planned change effort will have a detectable impact on student achievement. The fact that the student body turns over completely every two years places heavy strain on the faculty to form and dismantle relationships which are conducive to learning. In the opinion of some of the top administrators the college has not made a noticeable effort to be helpful in the aftermath of Agnes. Others are concerned with what they feel is less than satisfactory involvement of the trustees in the affairs of the college. There are still faculty who wish the college could become a four year college. There is still more racism among student and faculty than can continue to be tolerated.

The problems are there. But then, as was pointed out, so are the problem solvers.

Summary

This paper reports a planned change effort at a community college.

The planned change effort employed numerous interventions such as survey feedback, process analysis, structural change, and problem solving; sequenced and chosen on the basis of a General Systems model of organizational functioning.

Two years after the major intervention activities many changes thought to have improved the over all functioning of the college were visible. A partial list of such changes includes: (a) college-wide participation in goal setting, program planning and budgeting, (b) creation of new roles, expansion of president's cabinet, improved task specification and allocation in the academic affairs area, and (c) increased skill by top management in conducting staff meetings and in problem-solving.

Important from the consultants' viewpoint was the finding that the college now has -- within its own top line management -- the knowledge and skill to guide the college through its own process of renewal.

References

Gardner, John Self Renewal. Harper and Row, 1965

Kast, F.E. and Rosenzweig, J.E. Organization and Management. New York: McGraw-Hill Book Co., Inc. 1970.

Klein, D. The defender role in planned change. In Watson (Ed.) Social Change, Washington, D.C.: The National Training Laboratories, 1967.

Lake, D.G. and Callahan, D. Entering and intervening in Schools. In Schmuck, R.A. and Miles, M.B. (Eds.) Organization Development in Schools. Palo Alto, California: National Press Books, 1971.

Leavitt, H.J. Applied organizational change in industry: structural, technological and humanistic approaches. In March, J.G. (Ed.) Handbook of Organizations. Chicago: Rand McNally & Co., 1965.

Miles, M.B., Hornstein, H.A., Callahan, D.M., Calder, P.H., and Schiavo, R.S. The consequence of survey feedback: theory and evaluation. Pp. 457-468. In W.G. Bennis, K.D. Benne, and R. Chin (Eds.) The Planning of Change, 2nd Edition, New York: Holt, Rinehart and Winston, 1969.

Neff, F.W. Survey research: a tool for problem diagnosis and improvement in organizations. Pp. 23-38. In A.W. Gouldner and S.M. Miller (Eds.) Applied Sociology. New York: Free Press, 1965.

Reimanis, G. Teaching effectiveness and the interaction between teaching methods, student and teacher characteristics. U.S. Office of Education Project No. I-B-074, Grant No. OEG-2-71-0074.

Schmuck, R.A. and Miles, M.B. (Editors), Organization Development in Schools. Palo Alto, California: National Press Books, 1971.

END

DEPT.OF HEALTH
EDUCATION AND
WELFARE
U.S. OFFICE OF
EDUCATION
ERIC

DATE FILMED

8 25 73